

Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

7-1.4 Summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations, including instances of participation in and resistance to the slave trade. (H, G, P, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy (3-2.7).

In 4th grade, students summarized the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage (4-2.5). Also in 4th grade, students explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events (4-2.7).

In 6th grade, students illustrated the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explained the effects on the people of these regions (6-6.3).

In 8th grade, students will explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade (8-1.4).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

It is essential for students to understand the effect of European interaction with Africa during the 17th and 18th centuries, especially as it related to the slave trade and the subsequent impact on the society and culture of African nations. Students should be able to detail the structure and pattern of the slave trade and possess a basic understanding of its economic premise. They should have knowledge (geographic and expository) of the European nations involved in the slave trade, the areas of Africa involved in the slave trade, where slaves were sent, and why. Students should be able to connect the growing need for labor in the New World with the advent and development of the plantation system by the Europeans and understand why African slave labor was seen as the answer to this colonial problem. They should also be aware of the *triangular trade* that was created when ships loaded with sugar from the West Indies traveled to Europe where they picked up furniture, cloth and guns and returned to West Africa to trade these goods for slaves. The ships carrying slaves then traveled to the West Indies and the English

colonies where the slaves were sold. The routes between Europe, Africa, and North America formed a triangle.

Apart from the impact on those who were captured and sold as slaves, students should understand the slave trade had a long term impact on the development of African nations as well. African nations participated in the slave trade for several reasons. First, it was lucrative. More importantly, many nations saw it as a way to weaken rival tribes while strengthening their own. Multiple African tribes saw the removal of large segments of its population, especially the young and healthy which subsequently jeopardized the tribe's future. With this outpouring of human resources many traditional African kingdoms were weakened. While it is believed that approximately 16 million African slaves arrived in the New World, this is only a portion of the number of lives lost to future development in Africa. Estimates vary, but it appears that between 10 and 20 million Africans died in Africa as a result of actions connected to the slave trade. These numbers point to the fact that approximately 20-30 million Africans were direct or indirect victims to the Atlantic slave trade. Economically, many African nations became dependent on the slave trade, creating a "one crop" system that stifled diversification and weakened them economically. This dependence on slave trade also weakened African nations because it created a state of constant warfare between tribes as they sought to capture humans to deliver into slavery. Time, energy, resources, and lives were devoted to this system that could have been used in more productive and beneficial pursuits. Resistance to the slave trade took numerous forms: moving villages, creating defense structures, redeeming (buying back) family members captured, warfare, and mutiny on ships. (The best known example of a mutinous ship associated with United States history is the episode of the *Amistad*.)

It is not essential for students to know the names of the African nations that participated in the slave trade nor the number of estimated people taken from various tribes. Students do not need to know the numbers of slaves who went to various regions in the New World.

Assessment guidelines: This indicator requires students to **summarize**, therefore students should be expected to **identify** and **explain** the characteristics of European colonialism that contributed to and affected the slave trade. It would be appropriate for students to **categorize** characteristics of nations and **determine the impact** of the slave trade on African nations in regards to these characteristics. Students could be asked to **identify** the greatest area(s) of impact associated with the slave trade.